

Analysis of Disruptive Behavior Portrayed by Secondary Level Students During Physical Education Courses Conducted by Tunisian Trainee Teachers

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ABSTRACT

The aim of this study is to describe and analyze the disruptive behaviors portrayed by secondary level students. The study is based on their level of disturbance during a Physical Education (PE) course and is conducted by a trainee teacher. A delayed video-scopic analysis has been performed using the Siber management module (2001). It helped unveil a total of 929 disruptive behaviors (DB), 681 of which were noticed by the trainee teachers and the remaining 248 weren't. The results show that the Physical Education courses observed display a very high level of disturbance. With an average of 31 DB per course (~0.56 DB per minute), there is an incident every two minutes. The results show a dominance of intrusive DB (70.7%) which are able of highly disturbing the teaching process, opposed to 29.3% of minor intrusions. These results presume that the learning conditions during the observed courses weren't optimal. Therefore, we should work hardy in the reasons and correspondents solutions.

Keywords: Disruptive behavior, disciplinary management module, physical education, secondary level students

INTRODUCTION

The professional skill to manage disruptions in a classroom and in PE course is a very important topic for many countries such as France, Canada and the United States, due to the close bond between learning and discipline or disruptions management in classes. Chouinard (2001). This situation is not surprising, since we have to know that without minimal control in class, the teacher's efforts will be in vain. This comes from the fact that the students' disruptive behavior

highly disturbs and deviates the teaching process from its educational objectives.

In fact, we have to acknowledge that teachers are always confronted with the behavior of certain students that display inappropriate conduct in class. These students are generally known as «disturbers» since they contribute to the disruption of the class (Chouinard, 2001) or because they refuse to do work.

In general, Disruptive Behavior mainly refers to all types of behavior that disturbs the activity within the school, especially a behavior that disturbs the teacher and/or other students in the class. These compartments are usually disadvantageous for the teaching/learning process. (Corriveau, Lirette & Laurencelle, 2008; Dervaux, Carlier, & Gérard, 2008)

According to Morin et Battalio (2004), disruptive behavior is an obstacle that deviates the students

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from what they are supposed to be learning in class. It is harmful to the teacher/student relation and affects negatively the learning process within the school. In fact, according to Supaporn, Dodds & Griffin (2003) this behavior sometimes leads to a significant reduction of the learning chances by creating alternative scenarios that oppose the initial program.

All research in this field (Chouinard, 2001; Desbiens & al., 2008; Kulinna, 2006; Maddeh, Hermessi, Bennour, & Souissi, 2015, a; Supaporn & al., 2003) agree on the principle highlighting the bigger threat, which make up the disruptive behavior for the good functioning of the class. It helps finding solutions in order to better control the disruptive members and prepare them to being good members of society. Otherwise, as Pièron clearly states «the questions related to discipline were a bit studied in a systematic way in Physical Education, even if the classroom control constitutes a major preoccupation for future or beginner teacher in the field» (1993, p75).

It has been proven that discipline questions are particularly complex. In fact, an action of discipline usually deriving from conflicts between the student and his classmates or the student and his teacher.

The aim of the current study is to analyze and compare different disciplinary incidents that are able to appear during a secondary level physical education class conducted by Tunisian trainees.

Theoretical Framework

Multiple studies indicate that the lack of discipline in the classroom is associated with the teachers' stress (Côté, 1991; Gaudreau, 2011; Hastings & Bham, 2003) and with the lack of the students' learning. Results of studies on this topic (Desbien & al., 2008; Desbien & al., 2011) show that the physical education teachers are also affected by the management and prevention from disruption appearance. (Corriveau, Lirette & Laurencelle, 1991).

Consequently, the disruption management is the biggest concerns of trainees whose teaching the classes of the regular teachers' (Femandez-Balboa, 1991; Dsesbiens & al., 2009; Fortier & Desrosiers, 1991).

The research in this field is quite significant (Desbien & al., 2011; Doyle, 1986; Dubet, 1994; Jackson 1990, Perrenoud, 1994; Siber, 2011; Siedentop, 1994) and

they all recognize and confirm the importance of developing the ability to manage the lack of discipline in the class within future teachers. Nowadays, these authors «notice that managing a classroom is done in a context where the school, a reflecting image of society, must keep up with the multiple moral and spiritual values as well as the repercussions, life transformations and the relationship between adults and children within the same family » (Desbiens & al., 2008).

There's no doubt that Physical Education has a particular place amongst all educational courses. In fact, Desbiens, Lanoue, Turcotte, Tourigny, et Spallanzani (2009) adds «This course of study is practiced within a noisy, vast, diverse and open environment, and is characterized by moving actions that imply moving objects, direct and physical contact between participants and fast and action packed movements ». In addition; the competitive character of certain courses promotes the appearance of aggressive or undisciplined acts. (Femandez-Balboa, 1991)

The diversity of the interactions (Dugas, 2011) that links different members of a classroom is what makes physical education a fertile ground for non-disciplinary acts. Teachers are often confronted with the behavior of certain students that portray inappropriate behavior inside the classroom. These students are generally known as «disturbers» because they contribute to the disruption of the classroom (Chouinard, 2001) or because they refuse to do work.

This principle was created in the 80s with the idea of « The ecology of physical education»which is a flow of research based on the article on «classroom management» (Doyle, 1986) and its main concepts. The last idea was the topic of numerous studies in the physical education field (Florence, Brunelle & Carlier, 1998; Siedentop, 1994; Musard, Loquet & Carlier, 2010). The ecological model was applied to physical education for the first time by Tousignant (1985) and Siedentop (1983). These researchers adopts the Doyle's concept (1979, 1986), which defines education as a structured group of tasks with the purpose of gaining and maintaining the students' cooperation during the activity.

Hastie et Siedentop (2006) believe, in their review, that the main contribution of this paradigm is depending on the association between teaching and learning in continuous and interactive process. In addition,

researchers are taking in account others influencing variables such as family, community, cultural and social environment.

In the same context, studies interested by ecological and mediators variables in physical education, have developed the idea of students' implications as an indicator of «learning environment » (Martel, Brunelle, Spallanzani, 1991; Desbiens & al., 2008). These authors show that disruptive behavior, passiveness, inconsistency or lack of enthusiasm have consequences on the classroom environment. This observation is assured by various researches, such as those showcasing the difficulty of managing critical disciplinary incidents in the class (Florence & al., 1998).

Most of the work on Disruptive Behavior (DB) focuses on regular classroom scenarios (Siber, 2001) rather than PE. whereas, other fields of study that show DB are very limited (Desbien et al., 2008; Desbiens, Turcotte, Spallanzani, Roy, Tourigny, & Lanoue, 2011; Maddeh & al., 2015, a).

Given the importance of this topic, it is imperative to study the different disciplinary incidents that are likely to appear during a secondary level physical education class conducted by trainee teachers. In this perspective comes our objective, which is to describe and analyze these behaviors based on their level of intrusion during the teaching process.

METHODS

To analyze the students' disruption in PE classes, we took into consideration the works done by (Siber, 2001), the forerunner of the discipline management model. This model is represented in 4 different fields: 1) Doyle's works (1986); 2) The American Association of Psychiatry (1996) and certain researches concerning the discipline management (Charle, 1997, Anzieu & Martin, 1990; McCulloch, 1997; Caplow, 1984); 3) The principles of sociometric techniques. (Parlebas, 1992), the use of sociogram, (McCulloch, 1997) and 4) The classification of management commonly used by teachers based on systemic theories of communication (McCulloch, 1997; Caplow, 1984). This model represents an exemplary of indiscipline management directed to teachers in the first place on the assumption that problems of disruptive behavior (Unruly behavior) take place in the sessions and must be managed by the latter. This model is intended to combat the phenomenon of

Unruly behavior drawing its principle from Doyle's dual task of teaching (1986) arguing that the management of education is based on the management of school learning as well as social learning. Siber (2001) proposes in his model four types of disciplinary incidents: 1) Distracting behaviors. 2) Impulsive behaviors. 3) Disturbing behaviors. 4) Oppositional, provocative and aggressive behaviors. These behavior categories are classified under the guardianship of three types of syndromes; 1- attention deficit/hyperactivity, predominant inattention type, 2- attention deficit/hyperactivity, predominant impulsivity/hyperactivity type, 3- Oppositional disorders with provocation and conduct disorders. The model shows that the intrusion of behavior is still present in education with varying degrees of intensity depending on the type of syndrome or unruly behavior that presents it. This variation in the degree of intrusion into teaching influences teachers to behave differently to manage them, hence the name "Differentiated model".

Our sample is composed from 10 Tunisian volunteer teachers of PE in their last year of university studies belonging to the Bachelor-Master-PhD system (LMD). All of these trainees were initiated into a practical training course in the secondary school environment. All the participants were informed beforehand of our aims of study and our arrangements to preserve their anonymity as well as the confidentiality of the collected data.

Furthermore, a total of 270 high school students, 150 of whom were male, representing 55.6% and 120 females equivalent to 44.4% participated in this study with an average of 27 students per class. The age of these latter is ranged 13 to 14 years accounting for 73.3%; i.e. 198 pupils (13 years) and 26.7%, or 52 pupils (14 years). All of them were engaged in collective sport activities within their reciprocal establishments.

The data is collected using two Sony camcorders (Model: Handcam 4K) with an integrated projector and a wireless microphone with a transmitter receiver of the brand BoomTone DJ (VHF 10HL F4 Micros HF) Of a radius of one hundred meters to capture the verbal interventions of the trainee teacher. The two cameras were positioned opposite each other diagonally, so as to condemn the blind spots while allowing a shooting of the whole area where the session is conducted. This was carried out over a period of one year according to three catches for each individual (Beginning, Middle and end of year). A total of 30 sessions of 55 minutes were filmed.

According to the deferred observation technique, the analysis of the data is done by means of a matrix corresponding to the 4 different categories of the observation grid which allows the input of the search data. These data are analyzed statistically by SPSS software version 21. The analysis consists of a count of the absolute (f) and relative (%) frequencies of the disruptive behaviors according to the grid based on the management model of the Discipline of Siber (2001).

A direct observation from the video recordings was used to realize our codifications on the observation grid. As recommended by Desbiens *et al.* (2011), to be counted, the disciplinary incident must last between 5 and 30 seconds. However, if the incident is perceived by the trainee observed, the latter considers himself/herself “codified”. In the opposite case the fact is considered “Not codified”.

To ensure reliability between coders, two other researchers were trained for the coding procedure of the observation grid from the Siber model (2001) along the school year 2015. The comparison of their perceptions for the different results following the codification of the same teaching session, gave a 87% agreement on the twenty disciplinary incidents retained. According to Fortin (2010), the rate of this inter-encoder agreement is considered reliable.

RESULTS

The results illustrated in Table 1 indicate the occurrence frequency of the “codified” perturbing behaviors in relative and absolute terms. The absolute frequency is expressed as a function of the total number of incidents

(n = 929) by considering those that are “Not codified” (n = 248) and those “codified” (n = 681).

Firstly, we note the high number (929) of the disciplinary incidents distributed between 681 which took place in the field of the trainee teachers and 248 others outside their field.

The relative and absolute frequencies of the different types of disruptive behaviors demonstrate the dominance of the distractions category (n = 272) representing 29.3% of the total, followed by those provocateurs (n = 248) representing 26.7%. The category of disturbing behavior comes in third position (n = 230) with a percentage of 24.7% and finally those impulsive (n = 179) representing 19.3% of the total.

On the basis of the Siber (2001) classification of the degree of indisciplinary intrusions facts, the results also show that the most intrusive facts (n = 657) dominate in Tunisian 70.7% impulsive, disturbing and provocative) versus 29.3% for the least intrusive (distraction). This observation means that it is possible to disturb the smooth running of the teaching sessions which most often appear in the last. Our results confirm those found by Desbiens *et al.* (2011) and Maddeh *et al.* (2015, a) using the disciplinary incidents observation system of Brunelle, Brunelle, Gagnon, Goyette, Martel, Marzouk & Spallanzani (1993).

Graphic 1 shows the disciplinary incidents that occurred in the visual field of the trainees, with distraction DB (n = 218) dominating with 32% of the total (n = 681), the second place is for disturbing DB (n = 170) representing 25% of the total (n=170). Impulsive behaviors (n = 160)

Table 1: Presentation of the absolute (f) and relative (%) frequencies of the generality of the disruptive behaviors of the studied group

News	General absolute frequency	Absolute frequency « codified »	Relative frequency « codified » (%)	Absolute frequency « Not codified »	Relative frequency « Not codified » (%)
Behaviors of distractions	272	218	32,02	54	21,77
Impulsive behaviors	179	160	23,49	19	7,66
Disturbing behaviors	230	170	24,96	60	24,20
Provocative behaviors	248	133	19,53	115	46,37
Absolute total frequency	929	681	—	248	—
Relative total frequency	100%	73.3%	100	26.7%	100

representing 23.5% and the last place is for provocative behaviors (n = 133) representing 19.5%.

Regarding the degree of intrusion the results show that the most intrusive (impulsive, disturbing and provocative) facts dominate (n = 463) representing a percentage of 68% against 32% for no intrusive acts (distraction).

Graphic 2 reports the results of the absolute and relative frequencies of DB that were outside the visual field of trainee teachers. Surprisingly, there is a certain inversion of the balance of the distribution of the various apparent behaviors. Indeed, disruptive behaviors (DB) of the provocative category (n = 115) dominate with a percentage of 46.3% of the total (n = 248), followed by disturbing ones (n = 60), representing 24.2%. The third place is for the DB of distractions (n = 54) representing 21.8%. The last place is for the DB of impulsivity facts (n = 19) representing 7.7%.

Taking in account the intrusion angel of apparent disruptive behaviors, it seems that the total dominance

of the most intrusive DB (n = 194) was found to be the sum of impulsive, disturbing and provocative behaviors, accounting for 78.2% of the total (n = 248) versus 21.8% no intrusive of distractions.

DISCUSSION

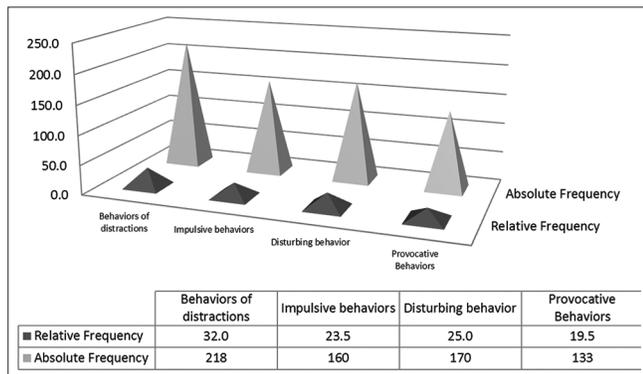
The results obtained in this study show the agitation of the students during the physical education courses provided by the trainee teachers. Indeed the very high frequency of their occurrence explains the rate of 0.56 disciplinary behaviors per minute or a disciplinary incident (DI) every two minutes. Also, 70.7% (impulsive, disturbing and provocative) of the disciplinary behaviors that occur in the classroom are very intrusive, whereas the disciplinary behaviors that disturb the course smoothly (no intrusive) have only a low frequency (29.3%).

These results corroborate are on line with those of Desbiens *et al.* (2008) in regards to the frequency of DB. Indeed the author, specifies in his research a rate of 0.82 DB per minute and notes that 48.2% of the DB that occur in progress are level (3) disturbing for the smooth running of the session. However, the level (1) DB with low price disruption are proportionally the least frequent. In the same way, Maddeh *et al.* (2015, a) demonstrated the appearance of weak facts (43.7%) reporting a rate of 1.2 DB per minute.

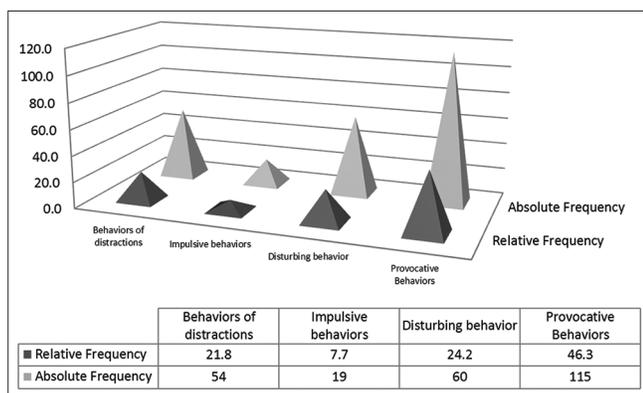
Hodges Kulinna, Cothran *et Regualos* (2006) have already demonstrated a fairly high frequency of DB, but are still of low intensity. The analysis involved situations in regular classes.

Our study is on line with others (Desbiens & *al.*, 2008, 2009, Maddeh & *al.*, 2015, a) researches whose report a wide range of disruptive behaviors that seriously disturb the smooth running of the course. We also note that the DB occurring there are physically expressed (Debiens & *al.*, 2008, Maddeh & *al.*, 2015, a; Hodges Kulinna & *al.*, 2006) and verbal (Kennedy, 1980; Corriveau & *al.*, 1991). We noted that the categories of “impulsive”, “disturbing” and “provocative” behaviors randomly take these two forms, representing 70.7% of the total number of disciplinary incidents.

The “codified” DB analysis demonstrates that students advocate intrusiveness (68%) that seriously disturbs the progress of instructional courses, rather than less intrusive ones (32%). This observation seems to us very alarming, assuming that all the incidents studied in this



Graphic 1: Relative (%) and absolute (f) frequencies of the occurrence of “codified” disciplinary incidents



Graphic 2: Relative (%) and absolute (f) frequencies of “Not codified” disciplinary incidents

part of the analysis took place in the visual field of the teachers. The findings confirm the view of Debarbieux (1996, p 24) that “students have changed,” “they no longer respect anything or anyone”. On the other hand, its results bring us in line with the practitioners in the field (Desbiens & al., 2008, Desbiens & al., 2011, Siber, 2001, Maddeh & al., 2015, a, Maddeh, Bennour, & Souissi, 2015, b) In the school environment and affirming the increase in the appearance of DB in teaching courses, causing mainly increasing and numerous difficulties expressed by the teaching staff.

Moreover, the results of “not codified” disciplinary incidents confirm “codified” incidents. Indeed, a percentage of 78.2% DI of strong intrusion (impulsive, disturbing and provocative) and seriously disturbing the smooth running of the courses was recorded. A surprising inversion demonstrating the dominance of the provocative behaviors (n = 155) of the total of the “Not codified”. This result reminds us a second time to raise the students’ too difficult reality.

The very high number of “codified” disruptive behaviors apparent in the course of teaching analyze in this study, consolidated by the number raised of the “not codified” stipulating the appearance of the most dangerous and intrusive facts, suggests that Trainee teachers of physical education accentuate their focus on the organization and implementation of learning situations to the detriment of the fundamental aspects of classroom management such as having all students in their field of vision. (Ben Chaaben-Abdennader, 2007)

The alarming results of the DI appearance frequencies raise a great weakness on the teacher’s trainees for the maintenance of the order during the courses of physical education. This leads us to argue that the climate of learning (Gaudreau, 2011) set up by the latter is not conducive to teach. In other words, trainee teachers cannot “now encompass all the reflective, sequential and simultaneous actions of teachers to establish and maintain a good work environment and a supportive learning environment” (Nault & Fijalkow, 1999)

Therefore, training in the prevention and management of indiscipline is highly necessary.

CONCLUSION

The study, carried out on the courses of physical education and sports, provided by the Tunisian trainee

teachers, raises a dominance of DB with high degree of intrusion (impulsive, disturbing and provocative) representing a percentage of 70.7 of the total Of apparent incidents. These behaviors tend to disturb the smooth running of teaching sessions that create alternatives to learning. The DB with low intrusion represented a low percentage of 29.3. Research findings indicate that three-thirds of apparent behaviors in observed courses are detrimental to the learning climate. These results suggest that the learning conditions during his classes were not sufficiently optimal.

The results of this study, pertaining to disruptive behaviors, are not intended solely to help the reader gaining a better understanding of this complex phenomenon, but may also invite us to reflect on difficulties solutions. In this context, these results can be used in the initial training of trainee teachers. They constitute an example of a repertory of disturbing behaviors that illustrate the reality of the teaching of physical education as it is on the field. The study invites us to reflect seriously on the training of trainee teachers in the management and prevention of indiscipline in schools. A plan to revise their university training in this field would undoubtedly make a difference in the management of the discipline during their teaching courses.

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